

ENG 101 - First-Year Composition - Fall 2023 - HYBRID

#92123 - Th 10:30-11:45 pm in classroom **and T online**

#87454 - Th 12:00-1:15 pm in classroom **and T online**

#92120 - Th 3:00-4:15 pm in classroom **and T online**

Arizona State University - Tempe Campus

"We don't see things as they are, we see them as we are." --Anais Nin

Instructor	Jennifer B. Waters, M.A. ("Prof. Waters")
Email	jennifer.waters@asu.edu; <i>however, the email tool within Canvas should be used for all course-related correspondence after the first day of class</i>
Office Location	RBH 203AA; however, in-person office hours will take place in the Coor Computer Lab and over Zoom: https://asu.zoom.us/j/9039193264
Office Hours	MW 3:15-4:15 pm (Zoom); Th 1:30-2:30, 4:30-5:30 pm in Coor Computer Lab (first floor) and Zoom; and by scheduled appt (schedule via Canvas email)

Other than grade and absence policies, the course syllabus is subject to change. Students will be notified of any changes in Canvas. Students are responsible for all information provided in the course syllabus, as well as for all policies included in the college catalog and the student handbook.

Course Description & Outcomes

Catalog Description

Discovers, organizes, and develops ideas in relation to the writer's purpose, subject and audience. Emphasizes modes of written discourse and effective use of rhetorical principles.

English 101 introduces students to college-level writing through the exploration of various aspects of popular cultures. Its premise is that students are in university to understand the world around them and to become equipped to make positive change by studying and contributing to the cultures in which they are immersed. Therefore, through reading and writing, the course presents students with opportunities to examine the ways that cultures shape beliefs, values, and education. The course also requires that students practice sharing with others their ideas about the process of enculturation. English 101 encourages students to see themselves as participants in ongoing written "conversations." By the end of the semester, students should be able to compose essays that convey their own point of view and that demonstrate thoughtful engagement with complex readings.

Course Outcomes

Students will gain experience in the following areas:

I. Critical Thinking, Reading, and Composing

- Define an argumentative purpose that addresses a pressing social issue or relevant cultural phenomenon.
- Learn how judgments are made by attending to the sociocultural histories and politics of language use.
- Adopt an open stance toward competing perspectives when addressing a pressing social issue or relevant cultural phenomenon.
- Negotiate competing perspectives when addressing a pressing social issue or relevant cultural phenomenon.

- Implement culturally-specific discourses, argumentative tactics, and languages (including one's first language and any additional languages) when negotiating a pressing social issue or relevant cultural phenomenon.
- Imagine equitable outcomes that address a pressing social issue or relevant cultural phenomenon.

II. Rhetorical Knowledges

- Learn, implement, and critically evaluate rhetorical concepts in the Western canon.
- Identify rhetorical situations that frame a pressing social issue or relevant cultural phenomenon.
- Appeal to audience expectations using culturally-relevant languages (including one's first language and any additional languages), discourses, forms, conventions, and styles.
- Utilize writing technologies that are best suited for negotiating audience expectations and rhetorical situations.

III. Composing Processes

- Implement the fundamental components of embodied writing practices such as invention, drafting, collaboration, revision, and reflection.
- Reflect on the material effects of writing practices as they unfold in time and space.
- Exhibit flexible organizational tactics when defining, analyzing, and addressing a pressing social issue or relevant cultural phenomenon.
- Demonstrate resilience during the drafting, revision, and reflection process.

REQUIRED Textbooks

Ahn, Woo-Kyoung. *Thinking 101: How to Reason Better to Live Better*. New York: Flatiron Books, 2022.

This is a print textbook that is the ASU Writing Programs Common Read for 2023-2024. It will need to be purchased from the bookstore.

Aaron, Jane E. *LB Brief*. 7th ed. Boston: Pearson, 2020.

This textbook will be provisioned as an e-book and made available at a discounted price significantly cheaper than if purchased directly from the publisher. If you wish to take advantage of this discounted group price, no additional action is needed. Following the drop/add period, a charge of \$35.00, plus tax, will post to your student account under the header "Bkstr Publisher Negotiated Rate" and your access will continue uninterrupted. If you'd rather purchase the material from an alternate source, you may choose to opt out of the program by using this link: <https://includedcp.follett.com/1230> . Enter your ASU e-mail address AS IT APPEARS IN THE ASU DIRECTORY (<http://asu.edu/directory>), then follow the instructions provided. Be aware that if you do opt-out, your access to the e-book will be discontinued. TO ACCESS THE E-BOOK, CLICK ON THE BRYTEWAVE TOOL IN YOUR COURSE'S CANVAS SHELL. Please note: the ebook won't appear on your shelf until approximately 5 days prior to the start of classes. If you need assistance accessing the book or the opt-out portal, please email asuinclusiveaccess@gmail.com

Canvas (course learning management system)

All course related announcements, assignments, documents, and grades will be posted to the course website. How to use the course site in Canvas and how to be successful in the course are detailed on the Home/How to Be Successful in This Course page. Always check the course site first when you have questions.

ASU Writing Programs Web Site

<https://english.asu.edu/academics/writing-programs>

Standard Writing Programs Policies (2023-2024)

1. Policy on Attendance

Students are expected to attend all class sessions in order to meet the course outcomes. Because Writing Programs courses incorporate frequent small- and large-group activities into lessons, students who are absent affect not only their own learning, but that of their fellow students. Therefore, only two weeks' worth of absences (see below) will be allowed for the semester, regardless of reason, including documented illness or emergency.

- Hybrid classes:

- In hybrid courses, which meet in person once a week, a student who misses more than four (4) classes—either face-to-face, online, or a combination—will fail the course with a grade of E.
- Definition of attendance for hybrid class days includes both: (1) A student who fails to attend in-class sessions when they meet; and, (2) A student who fails to post an acceptable assignment to the class website during the assigned “window” of time as designated by their teacher will be counted absent for that class day.

- Note: Students who participate in university-sanctioned activities and/or who will be unable to meet the attendance requirements for a particular section should, if possible, move to another section where their activity schedules will not interfere with their classroom obligations (students can switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.

- Note: ASU Writing Programs is sensitive to the religious practices of the various religious faiths represented in the student body of the university community. Writing Programs' standard attendance policy listed here provides reasonable accommodation for individual religious practices. Students who anticipate absences due to religious reasons should plan their absences in the course accordingly. To accommodate students' religious practices, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think this course may conflict with your religious practices, please see me immediately.

2. Attendance: First Week of Classes

- According to university policy, students who are registered but do not attend any of the first week of classes may be dropped.
- Students must make every reasonable attempt to attend class or contact the instructor during the first week. After the first week, those who do not show up either in person or by calling or e-mailing the instructor may be dropped.

3. If I Need to Cancel Class

If I need to cancel class for any reason, I will contact you via email. If possible, I will also try to get someone to post a sign. However, if you come to class and I have not arrived by the time 15 minutes have elapsed (from when class is to start), please assume that class is canceled, and check email frequently afterwards for further instructions.

4. Grading

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through E:

- A+ = 4.3 (only used internally at ASU)
- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- D = 1.0
- E = 0.3
- No paper = 0.0

Grade	Percentage	4.0 Scale
A+	100-97%	4.3 (only used internally at ASU)
A	<97-94%	4.0
A-	<94-90%	3.7
B+	<90-87%	3.3
B	<87-84%	3.0
B-	<84-80%	2.7
C+	<80-77%	2.3

C	<77-70%	2.0
D	<70-60%	1.0
E	<60%-0%	.3

5. The Public Nature of Writing and Instruction

Please consider *every* piece of writing you do for this class to be “public property.” Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others. This course may contain content (assigned readings, in-class discussions, etc.) deemed offensive by some students. If you have concerns about any course content, please bring these concerns to the attention of your instructor.

6. Technological Distractions

Please refrain from any unauthorized usages of technology during class sessions. In this usage, "unauthorized" means unrelated to the tangible learning activity or activities taking place during the class period. Please put all electronic devices away during class unless instructed otherwise for in-class activities. Electronic devices are to be used for classroom activities only. Failure to abide by these guidelines may have a negative impact on a student's participation grade. Repeat offenders of this policy will be seen as disruptive and may be asked to leave, in which case they will receive an absence for that class session.

7. Late Writing Projects

Students are responsible for submitting work on time as indicated in the Assignment instructions. Because all work for the course is due in Canvas, absence from class does not excuse a late assignment. If there are legitimate extenuating circumstances (legitimacy is determined by the instructor), the student must request an extension as soon as possible in writing and provide appropriate documentation supporting any extensions that are approved. If documentation that verifies the extenuating circumstances is not provided, the student will be subject to the standard late assignment penalty. Late assignments will not be accepted for assignments that are time-sensitive such as prewriting and drafts.

Late assignment penalty

All late assignments that are not time-sensitive will be reduced one letter grade for each calendar day late, with a maximum reduction of 65% for complete assignments, up to a maximum of two weeks late, and in some cases for 50% credit after that. This is not just a penalty; it is also an opportunity. Students may turn in late work that is not time-sensitive for partial credit according to this policy. It is ALWAYS better to get partial credit rather than no credit. Habitually failing to clean up zeros for missed assignments may put students at risk of failing the course.

Importance of making up missed assignments

All assignments cover important concepts that are a part of the scaffolding of concepts presented in the overall course competencies. A few late assignment grades in non-major assignments will not prevent a student from passing the course; however, several zeros may. Therefore, it is better for overall understanding of course concepts, as well as for course completion for students to complete ALL assignments, even if they are late.

8. Writing for this Class

To pass this class, all major writing assignments must be completed, submitted, and written for this class. Resubmitting a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

9. Academic Dishonesty

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

10. Expectations for Teacher and Student Conduct

ASU Writing Programs expects teachers to follow the *Academic Affairs Manual* and students to follow the *Student Code of Conduct*. Writing Programs does not condone threatening behavior against any of its teachers or students for any reason. ASU's definition of threatening behavior can be found here: <https://eoss.asu.edu/dos/safety/ThreateningBehavior>. If aggressive behavior occurs in the classroom, a teacher or student should immediately contact the Director of Writing Programs, Dr. Kyle Jensen: dr.kjensen@asu.edu. Dr. Jensen will initiate the appropriate process and, if necessary, inform the Dean of Students, who will then follow the procedures outlined in The Student Code of Conduct: https://eoss.asu.edu/sites/default/files/Student_Code_of_Conduct_Procedures.pdf.

11. Sexual Violence and Harassment Based on Sex

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu>. Instructors are mandated reporters and therefore obligated to report any information regarding alleged acts of sexual discrimination.

12. Copyrighted Material

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work,

unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

The course content, including lectures and other instructional materials, are copyrighted materials. Students may not share these materials outside of the class, including uploading, selling, or distributing course content or notes taken during the conduct of the course. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by Student Accessibility and Inclusive Learning Services.

Any recordings instructors make available to their students (such as lectures or Zoom discussions) are authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others.

13. Accommodations for Students with Disabilities

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment.

- Prior to receiving disability accommodations, verification of eligibility from Student Accessibility and Inclusive Learning Services is required. Disability information is confidential.
- Students who feel they will need disability accommodations in this class but have not registered with Student Accessibility and Inclusive Learning Services should contact their office immediately. It is located on the first floor of the Matthews Center Building. Student Accessibility and Inclusive Learning Services staff can also be reached at: 480- 965-1234 (V), 480-965-9000 (TTY). For additional information, visit https://eoss.asu.edu/accessibility?_ga=2.152352313.1476762588.1628870359-926705284.1619106378. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

14. End-of-Semester Portfolio Collection

The portfolio is optional. Teachers may use Digication if they choose or may create a digital or paper-based portfolio using other software/hardware.

15. Disposition of Papers/Grade Appeals

Students should keep all graded assignments for this course until the term is officially over and final grades are posted. If students believe their final grade is inaccurate or unfair, they must present all graded work in order for the grievance committee to review their case. Students should not solely rely on the documents remaining electronically available on Canvas, if submitted there, but should also maintain their own digital copies.

16. Student Grievances

The Writing Programs administration cares about how students experience Writing Programs courses and takes all student grievances seriously, while at the same time being supportive of

instructors. We strive for mutually beneficial outcomes while maintaining the integrity of the program.

To effectively voice their concerns or grievances and bring them to the attention of the Writing Programs administration, students are expected to adhere to the following protocol:

1. The student first discusses their concerns with their teacher.
2. If this discussion did not lead to a resolution of the concern or if the student feels

uncomfortable approaching their teacher, they contact the Writing Programs office at writingprograms@asu.edu and ask the Writing Programs representative to forward a message to the Director of Writing Programs.

3. In this message, which is a formal email addressed to the Director of Writing Programs, the student will list their concerns, include evidence, and (if possible) provide documentation.
4. The Director of Writing Programs will review the email, (if applicable) solicit more detailed information from both the student and the teacher, respond to the student and the teacher in a timely manner via email, and/or offer a meeting via phone or Zoom.
5. If a solution cannot be achieved on this level, the Director of Writing Programs will assist the student and teacher in advancing the concern to the Senior Director for Curriculum and Student Affairs in the College of Liberal Arts and Sciences.
6. For materials required in a formal grade appeal, students need to follow the process outlined in the “Can I dispute a Grade?” section at <https://english.asu.edu/admission/first-year-composition-courses/faqs>.
7. More information about Academic Grievances, Academic Integrity Resources, and Disruptive Behavior is available on the Resources page of the College of Liberal Arts and Sciences at <https://thecollege.asu.edu>.

Individual Conferences and Draft Workshops

Periodically during the semester regular class sessions will be canceled in order for the instructor to meet with students in Individual Conferences that are primarily focused on the major writing projects and while students are participating in online Draft Workshops for the major writing projects. If students miss their scheduled conference, it will be counted as an absence and will be recorded as a zero until/unless it is made up. During the scheduled Individual Conference period, attendance will also be determined by participating in the scheduled Draft Workshops. Failure to attend an Individual Conference and/or a Draft Workshop will result in an absence. Students may choose to take an absence for ONE Draft Workshop by not participating at all; however, if a draft is posted in a Draft Workshop, the opportunity to waive that Draft Workshop is forfeited and the student must complete the requirements of the workshop.

Tardiness/Leaving Class Early

Any missed class time due to arriving late more than ten minutes or leaving early will count against the allowed absence time (4 absences), which will accumulate into full absences. Habitual tardiness up to ten minutes will negatively affect grades, as class begins at the scheduled start time.

Common Format for Assignments in the Course

Part of college composition is learning to use a style guide and their word processing program. This course uses page counts rather than word counts; for that reason, students will use standard Modern

Language Association (MLA) formatting as shown in the *LB Brief*. Assignments must be in MLA format with 1" margins all around (be sure to adjust your bottom margin as needed) and in 12-point Times New Roman font for all uploaded assignments. All papers submitted to Canvas must be submitted as Microsoft Word files (Microsoft Office 365 is free through ASU). Files created in any other program, including Google Docs, must be converted to Word before being submitted to avoid a late penalty or participation penalty. If you need help downloading Microsoft Office 365, converting files to Word, or with general formatting, be sure to ask for assistance.

Statement on Use of Generative AI in this Course

Generative AI is a technology that automates part or all of the writing/content creation process for users. Popular examples of such technologies include ChatGPT (OpenAI), Google Bard (Google), Claude (Anthropic), and Wordtune (AI21 Labs). In this course, you may use generative AI technologies provided that you account for your usage in the Works Cited of your assignment. Instructions on how to cite generative AI output can be found at the MLA Style Center or the APA Style Center. If you have questions about how to use generative AI to complete your assignments effectively and responsibly, please schedule a meeting with me during office hours and I will be happy to address them. You may also send questions or concerns to Dr. Kyle Jensen, Director of Writing Programs at the following address: dr.kjensen@asu.edu.

Grade Distribution & Assignments (course is based on percentages, not points)

Attendance & Participation (10%)

Each class session will result in a grade for both participation and attendance. Following the guidelines for appropriate collegiate classroom attendance *and participation* will be in this part of the grade. Failure to pay attention in class or to participate actively and positively during class will negatively affect this portion of the course grade.

Weekly Assignments (Learning concepts, reflections/responses to course materials, process work) (30%)

All assignments that are not listed below are weighted in this category. This includes the process work connected to the major writing projects listed below, process work, discussion posts, in-class assignments, reflections, and participation in Draft Workshops.

Human Rights Informative Research Essay (20%)

This writing project focuses on the Universal Declaration of Human Rights from the United Nations and will entail choosing one of the human rights to conduct research on the status of the human right is being protected or not protected around the world. It focuses on research and informative essay writing for an academic audience, taking into consideration all of the rhetorical aspects of an effective academic essay. It will be the test of how well students are learning and applying all of the material covered in the course to this point (general composition skills, academic writing and research).

Transnationalism Argument Essay (20%)

This writing project addresses various aspects of transnationalism. It focuses on formal essay writing for an academic audience, specifically addressing how to use borrowed information from other sources with effective summary, paraphrase, and quotation techniques to avoid plagiarism.

It will be the test of how well students are learning and applying all of the material covered in the course to this point.

Public Space Argument Essay (20%)

This writing project addresses various aspects of the use of public space, with an emphasis on urban art. It focuses on formal essay writing for an academic audience, specifically addressing proper citation and documentation strategies to avoid plagiarism. It will be the test of how well students are learning and applying all of the material covered in the course.

Additional Grading Information

All questions about grades must take place after class, during office hours, or during individual conferences. Grade questions will not be answered via email.

All grades in the course are based on percentages. Cumulative course grades as well as individual assignment grades are available at all times on the My Grades page in Canvas. Students are responsible for checking grades frequently and for coming to office hours with any questions they have.

Weekly assignments are graded more loosely than formal writing projects. These are not graded as heavily on correctness as the formal Writing Projects. Instead, they are graded mostly on turning in complete work on time that follows the assignment guidelines. It is important to complete the homework on a timely basis, both to keep grades up and to learn the course content in order to be able to effectively apply those skills to the major Writing Projects. ***The major writing projects constitute the “tests” in the course and are graded more closely on all aspects of the writing skills that are presented in the course.***

Weekly Assignments are generally graded within a few days. Major Writing Projects generally take approximately two weeks. Occasionally, major papers may take longer due to the different focus as the "tests" of how well students are learning course material and applying it to their own writing; however, in this event, graded papers will be returned before subsequent papers are due

Revisions of Graded Assignments to Bring up Assignment Grades

Low-graded work that is turned in on time may be corrected/revised and resubmitted to bring up grades. In order to receive credit for any resubmission of work, the following policies must be followed.

Composition and research courses are core-requirements for college because the concepts presented and skills developed in these courses are foundational to the rest of the students' academic, professional, and personal lives. ***First-year composition courses are not just academic courses, they are life courses.*** Since the skills developed in these courses will be used throughout students' academic, professional, and personal lives in a very product-oriented way, these courses are very process-oriented. These courses emphasize the following: writing preparation (investigation, research, various invention and prewriting strategies), earnest attempts to apply new concepts and strategies, openness to feedback from peers and the instructor, and a commitment to revising and correcting work to improve knowledge and skills, as well as to bring up low grades. Therefore, students are encouraged to revise, correct, and resubmit graded work.

In most cases (except for papers due at the end of the semester), students may revise and correct problems to bring up their grades and improve their writing as long as the original assignment is submitted on time. Revised/corrected assignments are due no later than two weeks after being returned graded to the student. Late assignments are not eligible for revision. Revisions submitted without following the revision procedure may not be accepted.

Revision grades replace the original grades. Although a revised assignment can be brought up to an A, it cannot earn a full 100% of the original percentage points, as A+ grades are reserved for those completing exceptional work the first time. Assignments and major writing projects can only be revised and resubmitted once, so be sure to address all of the grading feedback because unaddressed and uncorrected issues will negatively affect the revision grade.

Revision Procedure and Policies

1. Read all feedback provided by the instructor after receiving graded work.
2. Re-read the full assignment instructions.
3. Meet with the Instructor during office hours to discuss any questions you have about the revisions needed.
4. Do not resubmit work that has only been minimally corrected and revised as you only have one opportunity to submit a revision and revised grades reflect the amount of work put into the revision.
5. Revisions are due within two weeks of the grade being posted in Canvas.

Important Semester Dates

Refer to the ASU Academic Calendar for important dates throughout the semester:

<https://students.asu.edu/academic-calendar>

Campus Resources

Tutoring and Writing Center - tutoring.asu.edu/

Free tutoring support is available in person and online for most courses. Services are offered through ASU's University Academic Success Programs for currently enrolled students.

- Tutoring is available in math, business, science, statistics, and engineering courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Graduate academic tutoring is available for writing and statistics.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit <https://tutoring.asu.edu> or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.

Computer Accounts and IT Helpdesk – (480) 965-6500 - asuonline.asu.edu/studentresources/technical-support

ASU System Health (technology status) - https://asu.service-now.com/sp?id=services_status

Counseling Centers – (480) 965-6146 - students.asu.edu/counseling

ASU Counseling Services work to support the academic mission of the university by providing mental health, consultation, and outreach services that facilitate the student learning experience and student success in persistence and graduation. Each campus counseling center provides confidential individual counseling, group counseling, psycho- educational programming, and consultation services for faculty, staff and students. Counseling staff have training and experience in issues facing university students and are committed to helping them adjust to campus life and meet their academic goals.

Sexual Violence Information and Resources

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find information and resources at sexualviolenceprevention.asu.edu/faqs/students

Family Resources for Students – (480) 965-9515 - asu.edu/studentaffairs/reslife/family ASU Family Resources provides child and elder care resource and referral services for ASU students, faculty, and staff. Besides individual consultations.

Student and Cultural Engagement – (480) 965-89600 - eoss.asu.edu/student-engagement Student & Cultural Engagement allows you to get involved and explore who you are as an individual, a student, and member of the Sun Devil Community. Discover yourself through involvement and develop leadership skills, and build a network of mentors and friends. Learn about worlds beyond your own through heritage celebrations, cultural programs, and leadership sessions.

Student Accessibility and Inclusive Learning Services (SAILS) – (480) 965-1234 - eoss.asu.edu/drc

ASU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). Student Accessibility and Inclusive Learning Services (SAILS) is the central location for establishing eligibility and obtaining services & accommodations for qualified students with both permanent and temporary disabilities. SAILS serves as an information hub for ASU and the community.

Safety Escort Service – (480) 965-1515 - asu.edu/police/PDFs/SES.pdf

The Safety Escort Service (SES) provides students, faculty and staff a safe transportation option to and from any location on campus from 7:00 pm – 3:00 am Monday thru Sunday.

Pat Tillman Veterans Center – (480) 965-7723 - veterans.asu.edu/about Student Employment – (480) 965-5186 - students.asu.edu/employment Financial Assistance – (480) 965-3355 - students.asu.edu/financialaid Information Desk, Memorial Union – (480) 965-5728

Student Health Services – (480) 965-3349 - students.asu.edu/health

Tentative Schedule of Assignments

This schedule is dynamic and subject to change. The following list of assignments contains what will be covered each week. The detail of the assignments with the corresponding deadlines will be posted on the Modules page in Canvas. Be sure to read the detailed Assignment instructions for each bi-weekly deadline on the Modules page in Canvas.

LBB=LB Brief; T101=Thinking 101

First Day of Class (8/17)

Syllabus and Syllabus Contract

Bio and Animoto Video Introduction

Learning Styles Inventory

Module 1: Self-Assessment, Writing Process & Concepts

Week 1 (8/21-8/27)

Self-Assessment (Penn and Teller)

LBB Ch. 1: "Reading to Learn"; Reflection/Response in Discussions

LBB Ch. 2: "Writing to Learn"; Reflection/Response in Discussions

Week 2 (8/28-9/3)

LBB Ch. 3: "Joining the Academic Conversation"; Reflection/Response in Discussions

LBB Ch. 4: "Reading Arguments"; Reflection/Response in Discussions

United Nations Human Rights: "What are human rights?"

Universal Declaration of Human Rights; Reflection/Response in Discussions

Module 2: Academic Writing, Research for Informative Writing, Human Rights Informative Essay

Week 3 (9/4-9/10)

TED Talk: President Carter, "Why I Believe the Mistreatment of Women is the Number One Human Rights Abuse"; Reflection/Response in Discussions

TED Talk: Bryan Stevenson, "We Need to Talk About an Injustice": Reflection/Response in Discussions

Human Rights in the News

TED Talk: Mary Robinson, "Why Climate Change is a Threat to Human Rights"

TED Talk: Greta Thunberg, "The Alarming Case to Act Right Now on Climate" Climate Action Summit of 2019 Speech, Greta Thunberg

Reflection/Response to Robinson and Thunberg in Discussions

Reflection/Response to 3 UDHR Articles

Week 4 (9/11-9/17)

LBB Ch 5: "Working Bibliographies"

TED Talk: Aaron Huey, "America's Native Prisoners of War"; Reflection/Response

TED Talk: Gary Haugen, "The Hidden Reason for Poverty the World Needs to Address Now"; Reflection/Response

Working Bibliography on UDHR Article Research

Week 5 (9/18-9/24)

Human Rights Informative Research Paper Guidelines

Livescribe pencast, "Basic Essay Structure"

LBB Ch. 9: "Formal outline"

Informative Research Paper Outline and First Draft

LBB Ch. 12: "Integrating and Using Sources Ethically"
TED Talk: Malala Yousafzai and her father Ziauddin Yousafzai
Amanda Gorman, "The Hill We Climb" 2022 UN General Assembly

Week 6 (9/25-10/1)

Draft Workshops (2)
Individual Conferences (Zoom)
LBB Ch. 13: "Revising and editing"
LBB Ch. 51: "MLA documentation and format"

**Module 3: RC Chapter 10, "Living in A Transnational World"; Transnationalism
Argument Essay**

Week 7 (10/2-10/8)

Human Rights Informative Research Paper Due
"Living In A Transnational World"
"The Other" and "White Man's Burden"; *Reflection/Response*
Jamaica Kincaid, "Columbus in Chains"
LBB Ch. 16: "Emphasis," Ch. 17: "Parallelism," and 18: "Variety and Details";
Response/Reflection in Discussions

Week 8 (10/9-10/15) (Nothing due 10/10 due to Fall Break)

Gloria Anzaldua, "How to Tame a Wild Tongue"
NPR Storycorps, "The Day a Texas School Held a Funeral for the Spanish Language" Articles
on Indigenous Peoples' Day vs Columbus Day
Mary Louise Pratt, "Arts of the Contact Zone"
"Manifest Destiny" and "Civilizing Mission of the West"
"Exploratory Writing"; definitions, *Reflection/Response*
Extra Credit: Cory Booker's interview of Trevor Noah on the publication of his autobiography,
Born a Crime

Week 9 (10/16-10/22)

Rabbit-Proof Fence; Australian "Stolen Generations"; *Reflection/Response* Kennedy Odede,
"Slumdog Tourism"
"Exploratory Writing" and "Classroom Activity"
Schooling the World; *Reflection/Response*
Voluntourism web sites and articles

Week 10 (10/23-29)

"Red Table Talk: The Estefans, 'Episode 11: Black and Latin: Racism Within'" "Colonization
and Coronavirus: Indigenous Communities in the Amazon Increasingly Vulnerable"
Livescribe pencast, "Steps of Prewriting"
Livescribe pencast, "Basic Essay Structure"
Prewriting, Transnationalism Essay (Exploration Steps)

Week 11 (10/30-11/5)

"Avoiding Plagiarism" (pdf)

LBB Ch 12, "Integrating and using sources ethically"

Prewriting, Transnationalism Essay (Exploration Steps)

Drafting, Transnationalism Essay

Week 12 (11/6-11/12)

Draft Workshops (2)

Individual Conferences (Zoom)

Module 4: *Thinking 101*; Exploring Bias and Its Effects; Argument Essay

Week 13 (11/13-11/19)

Transnationalism Argument Paper Due

T101 Ch. 2: "Confirmation Bias"; *Reflection/Response*

T101 Ch. 5: "Negativity Bias"; *Reflection/Response*

Week 14 (11/20-26) (No classes on 11/23 in observance of Thanksgiving)

T101 Ch. 6: "Biased Interpretation"; *Reflection/Response*

Annotated Research Bibliography

Drafting, Bias Essay

Week 15 (11/27-12/3)

Draft Workshops (2)

Individual Conferences (Zoom)

Final Exam Day (Final Online Deadline-we do not meet during Finals Week): Thurs 12/7

Bias Argument Essay due